

Program 010

**SPI - Office of the Superintendent of Public Instruction****Recommendation Summary**

Dollars in Thousands

	Annual FTEs	General Fund State	Other Funds	Total Funds
<b>2003-05 Expenditure Authority</b>	242.4	42,285	94,078	136,363
<b>Total Maintenance Level</b>	243.4	44,437	79,635	124,072
Difference	1.0	2,152	(14,443)	(12,291)
Percent Change from Current Biennium	0.4%	5.1%	(15.4)%	(9.0)%
<b>Performance Changes</b>				
Responsibilities of K-12 Boards #	1.0	181		181
Middle Management Reduction	(4.2)	(185)	(280)	(465)
General Inflation		(136)	(165)	(301)
Assessment System Improvements #		(1,290)		(1,290)
<b>Subtotal</b>	(3.2)	(1,430)	(445)	(1,875)
<b>Total Proposed Budget</b>	240.2	43,007	79,190	122,197
Difference	(2.2)	722	(14,888)	(14,166)
Percent Change from Current Biennium	(0.9)%	1.7%	(15.8)%	(10.4)%
<b>Total Proposed Budget by Activity</b>				
Administration	69.2	13,697	1,479	15,176
Assessment	2.6	407	372	779
Audit and Management Resolution	2.5	380	265	645
Bilingual Education	5.4	160	1,262	1,422
Certification	29.6	5,079	160	5,239
Community Learning Centers	1.1		19,587	19,587
Curriculum and Instruction - Programs	2.5	5,078		5,078
Curriculum and Instruction - State Coordination	5.4	695	4,755	5,450
Food Distribution for Child Care			1,705	1,705
Highly Capable Student Education		32	1,521	1,553
Institutional Education		5		5
K20 Network Technology Support	3.4	3,886		3,886
Learning Assistance	12.3	242	1,959	2,201
National Board for Professional Teaching Standards	1.9			
Other Grants		1,773		1,773
Professional Development	10.3	8	2,587	2,595
Professional Educator Standards Board	4.5	1,013		1,013
Readiness to Learn	1.7	77	1,177	1,254
Research	1.4	4	99	103
School Business Services	13.7	1,829	275	2,104
School Food Services	16.2	221	4,226	4,447
School Improvement	3.4		12,677	12,677
Special Education	35.1	765	16,471	17,236
State Board of Education	4.9	761		761
Student Health	7.7	5,262	4,651	9,913
Student Safety	6.1	481	3,725	4,206

## KINDERGARTEN THROUGH GRADE 12 EDUCATION

	Annual FTEs	General Fund State	Other Funds	Total Funds
Student Transportation	4.0	577		577
Vocational Student Leadership		194		194
Compensation Cost Adjustment		566	517	1,083
Middle Management Reduction	(4.2)	(185)	(280)	(465)
<b>Total Proposed Budget</b>	<b>240.2</b>	<b>43,007</b>	<b>79,190</b>	<b>122,197</b>

### PERFORMANCE LEVEL CHANGE DESCRIPTIONS

#### Responsibilities of K-12 Boards #

The K-12 governance structure is redesigned to provide clear and appropriate system responsibilities. The Academic Achievement and Accountability Commission and associated staff positions are eliminated, with responsibility for school and school district performance improvement goals, criteria for identifying successful schools and schools in need of assistance, and recommendations for performance incentives transferred to the redefined State Board of Education (SBE). The Professional Educator Standards Board (PESB) will assume greater responsibility for personnel professional standards and accountability, with some current SBE duties transferred to PESB including approving higher education preparation programs for teachers and administrators, reviewing preparation program approval standards, and establishing policies for educator assessment and certification requirements. One staff position is added to the PESB to support the board in fulfilling its increased responsibilities.

#### Middle Management Reduction

The Governor has directed that middle management be reduced by 1,000 positions by the end of the biennium. This item is this agency's share of the statewide amount.

#### Assessment System Improvements #

School district participation in national norm-referenced tests (Iowa Test of Basic Skills/Iowa Test of Educational Development) will no longer be mandatory, which can provide districts with an opportunity for extra days of instruction. The nationally normed tests, which provide national comparisons but do not measure progress on state standards, will remain available to districts that choose to offer the tests at their own expense. Washington will continue to participate in the National Assessment of Educational Progress (NAEP), which will provide a comparison of Washington student achievement relative to the rest of the nation.

### ACTIVITY DESCRIPTIONS

#### Administration

The Superintendent of Public Instruction is a statewide elected official charged with the constitutional responsibility of overseeing Washington's public school system. The state allocates over \$5 billion per year from state funds for the support of public education. The Office of the Superintendent of Public Instruction (OSPI) apportions the funds to school districts, administers state-funded programs, certifies teachers, collects school data, implements state education laws and programs, and performs other duties as required by the Legislature. In addition, OSPI administers more than \$600 million in federal funds per year and is accountable for Washington's implementation of federal requirements placed on state education agencies. The policy and administrative agency functions include the Superintendent's office, state policy and federal liaison offices, budget and fiscal services, communications, human resources, and agency support information technology services. (General Fund-State, General Fund-Federal)

#### Assessment

Assessment provides all schools in Washington with tests to measure student achievement of basic academic requirements and more advanced skills. The division develops or selects and administers all state assessments and reports achievement data for individual students, schools, districts and the overall state. This information helps districts and schools refine instructional practices and focus curriculum. Tests administered statewide include the Washington Assessment of Student Learning (WASL), the Iowa Tests of Basic Skills (ITBS), and the Iowa Tests of Educational Development (ITED), and an alternative assessment for special education students. In addition, programs which focus on the federal requirements for demonstrating adequate performance for the federal No Child Left Behind Act are within this activity.

### **Audit and Management Resolution**

This office acts as audit liaison between OSPI and state and federal agencies. It ensures that OSPI complies with state and federal audit requirements, resolves all audit findings, conducts limited scope federal audits of districts that spend less than \$300,000 of federal funds, and provides technical assistance to OSPI and school districts.

### **Bilingual Education**

State and federal laws require public schools to provide instructional assistance to students whose first language is not English. The purpose of bilingual, or language acquisition, education is to ensure that students receive grade-level instruction while they develop the English language skills needed to study at grade level in a regular English classroom. School districts provide transitional bilingual programs for approximately 80,000 students per year. The state bilingual program is defined as a basic education program. Federal programs also provide funding to meet the special needs of migrant children, including providing those students an opportunity to meet high academic standards, coordination of intra- and interstate migrant services, and encouraging family literacy. In addition, this activity provides for statewide technical assistance for school districts receiving federal grants related to bilingual and migrant educational programs.

### **Certification**

This division of OSPI oversees the activities of the Professional Education and Certification program as well as the Community Outreach program. Primary efforts are focused on developing professional educational policies to ensure that educators are prepared to help students meet high standards, processing applications for teaching and administrative certificates, advising constituents on certification requirements, and conducting focused outreach programs.

### **Community Learning Centers**

The 21st Century Community Learning Center grants provide services before or after school, on weekends, or during school breaks. Services to students and their families are focused on academic achievement, and can include tutoring, recreation, arts, drug and alcohol prevention, and literacy services.

### **Curriculum and Instruction - Programs**

The agency's Curriculum and Instruction Division administers programs that provide additional curriculum and instruction resources to districts to enhance the learning experience of students statewide. This activity includes programs such as LASER, Pacific Science Center, and Cispus.

### **Curriculum and Instruction - State Coordination**

The OSPI Curriculum and Instruction Division works with the Assessment and Research Division to support curriculum, assessment, and instructional alignment in Washington schools. Technical assistance is provided to school districts and educational service districts (ESDs) regarding curriculum, program development, and research-based best practices/instructional strategies that support state K-12 learning goals. The division is responsible for developing the Essential Academic Learning Requirements (EALRs) and aligning them with the WASL test. The division coordinates with the regional ESDs to provide curricular documents relating to the EALRs.

### **Food Distribution for Child Care**

The federal government subsidizes the cost of providing meals and snacks in child care centers and home child care services. The OSPI administers this program.

### **Highly Capable Student Education**

The state funds school districts' programs of enriched instruction for highly capable or "gifted" students. Districts use a variety of methods to select and serve highly capable students. The Legislature provides funding for up to 2 percent of the student population or about 19,000 students.

### **Institutional Education**

The state provides basic education and necessary support services to school-aged children who reside in institutions such as county detention centers, group homes, institutions for neglected and delinquent children, residential rehabilitation centers, and state correctional facilities. There are a total of 38 institutions receiving these funds. Approximately 2,000 students are served annually in 220-day educational programs.

### **K20 Network Technology Support**

This activity provides the technical assistance, training, scheduling, and technical support services essential for the effective and reliable functioning of the K-12 sector of the K-20 network. These services are provided on both a state and regional basis.

### **Learning Assistance**

The state Learning Assistance Program and federal Title I funding provide instructional help to children whose academic performance is below average. Students receive assistance through one-on-one or small-group instruction, in addition to regular classes. State Learning Assistance funds for 2004-05 school year are allocated to districts based on a formula which includes district enrollment and factors to approximate student learning needs in the district. Federal Title I funding from the Elementary and Secondary Education Act (ESEA) is the largest federal program supporting K-12 educational services. Title I funds are provided based on a complicated funding formula, which targets funding to schools and districts with higher percentages of students in poverty. (General Fund-State, General Fund-Federal)

### **National Board for Professional Teaching Standards**

The certification process by the National Board for Professional Teaching Standards (NBPTS) requires an educator to demonstrate teaching practices that meet high and rigorous standards. Washington State supports this effort by providing bonuses for national board certified teachers. In addition, private foundations have contributed resources for assisting teachers with the fees and in preparing the materials required for the certification process.

### **Other Grants**

The state and federal governments provide a wide array of grants to school districts to meet special needs.

### **Professional Development**

OSPI administers professional development programs that are focused on developing professional educational policies and procedures to ensure that educators are best prepared to help students meet high standards. OSPI staff provide direct training through conferences and regional institutes. In addition, funding is provided to regional educational service districts, education associations, and directly to school districts for specific professional development activities. Programs included Teacher Mentor Assistance, Leadership Internships, Paraprofessional Training and OSPI's Summer Institutes.

### **Professional Educator Standards Board**

The Washington Professional Educator Standards Board (WPESB) provides recommendations to the State Board of Education, Superintendent of Public Instruction, Governor, and Legislature on issues affecting education professionals, including recruitment, hiring, preparation, certification, mentoring, professional growth, and evaluation. It also oversees the alternative routes to certification program and the basic skills and subject matter assessments to be required of all teachers prior to state certification.

### **Readiness to Learn**

Readiness to Learn is a competitive grant program that funds collaborations among schools and community agencies to link education and human service providers together in an effort to ensure that all children start each school day prepared to learn. It is designed to help children be successful at school; safe in their neighborhoods and at school; healthy and free from tobacco, alcohol, and other drugs; and able to access work and training. There are over 20 consortia that serve approximately 300 schools.

### **Research**

The Research and Data Analysis unit provides a range of services related to education reform. Staff develop and maintain systems to ensure accurate and complete data are available for various state assessments, including the WASL. This unit conducts research and evaluations of state assessments and various education reform issues, including achievement gap, accountability, identifying low and high-performing schools, and dropouts. Staff prepare, publish and disseminate results of critical research to agency staff, state agencies, educators, and other external stakeholders through publications, conferences, and website materials.

### **School Business Services**

School business services provides agency level support to ensure the routine appropriation of state and federal funds to local and regional school agencies. Programs used to accomplish this ongoing activity include the Apportionment and Grants administration divisions, Information and Technology services related to statewide systems, as well as the I-Grants program.

### **School Food Services**

School food services are funded by both state and federal funds to provide free or reduced-price school lunches and breakfasts to eligible children. These programs are designed to promote the health and well-being of children by providing nutritious meals to children in public and private schools. Approximately 37 percent, or over 350,000 students, are eligible for free or reduced price meals.

### **School Improvement**

OSPI administers grant programs targeted at improving student achievement in low performing schools. These programs provide technical assistance to school staff and, in some cases, support direct services to struggling students. The Reading Corps and Reading First programs are targeted at improving reading with assistance to struggling readers and staff development for educators. The Math Helping Corps program is a staff development model that places a math educator in a school for two years to assist educators in becoming better at teaching mathematics based on state standards. The federal Title I School Improvement funds and state Focused Assistance funds develop long-term capacity for improving student learning in a collaborative effort with participating districts, schools, and communities.

### **Special Education**

State and federal law requires Washington public schools to provide appropriate educational programs to over 120,000 students with disabilities. School districts and educational service districts use state and federal funds to provide supplemental services through the special education program. Schools employ over 12,000 full-time equivalent district staff in special education statewide. This program is defined as basic education. In addition, this activity provides for statewide technical assistance for school districts receiving federal grants related to special educational programs.

### **State Board of Education**

The State Board of Education is a separate state agency funded within OSPI's budget. Each member represents one of the state's congressional districts, and the Superintendent is the Board's chief executive officer. The State Board of Education is charged with allocating state school construction money, and setting and monitoring education policies, such as certification of teachers, high school graduation requirements, school accreditation, basic education program requirements, and other policies as required by law.

### **Student Health**

OSPI provides statewide guidance on health issues to Washington state schools and students. Programs provide various levels of service, including ensuring that students have access to health care professionals at schools and the promotion of healthy decision making during early adulthood. In addition, statewide technical assistance for federal and state programs are included in this activity. Programs include the Nursing Corps and the Teen Aware Program.

### **Student Safety**

OSPI safety programs give local school districts access to skills and resources available to create and maintain a safe learning environment. The school safety center serves as a clearinghouse for information related to school safety, provides direct assistance to school districts on safety plans and other safety issues, and develops training programs. In addition, OSPI administers grants for nonviolence leadership training for students and school safety training for school staff.

### **Student Transportation**

Each school district electing to provide student transportation to and from school is entitled to state pupil transportation funding. The calculations for a district's pupil transportation allocation include adjustments for the number of students transported and distance weighting factors. The state does not include students within one radius mile in the general pupil transportation allocation. However, students in grades K-5 living within one radius mile, whether transported or not, generate additional funding which can be used to transport these students or to create safer walking conditions. The state also pays for the replacement of district school buses through a depreciation system. Schools transport over 480,000 students 90 million miles annually.

### **Vocational Student Leadership**

State funding leverages federal vocational funds to provide grant support to vocational student leadership programs such as DECA, Future Business Leaders of America (FBLA), and Future Farmers of America (FFA).

### **Compensation Cost Adjustment**

This item reflects proposed compensation and benefit cost adjustments that were not allocated to individual agency activities. The agency will assign these costs to the proper activities after the budget is enacted.

### **Middle Management Reduction**

The Governor has directed that middle management be reduced by 1,000 positions by the end of the biennium. This item is this agency's share of the statewide amount. These savings will be assigned to the appropriate activities after the budget is enacted.